

The Warriner School Subject Curriculum Map



Subject: Music	Year Group: 7	Unit: Control of Instruments
Unit objectives: (NC Statements) <ul style="list-style-type: none"> • Learn the names of all classroom instruments • Learn how to safely and accurately play all classroom instruments • Learn the meaning and provide demonstration of understanding of the following: <ul style="list-style-type: none"> ○ Long Sound ○ Short sound ○ Crescendo ○ Diminuendo ○ Pattern ○ Tutti ○ Ensemble 		

Context for study:

First Unit for Year 7 – assume NOTHING!

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- Know what a percussion instrument is (dec)
- Know how to identify:
 - Xylophone (pro)
 - Glockenspiel (pro)
 - Claves (pro)
 - Djembe (pro)
- Know that Glock means bell and spiel means to talk in German – so talking bell to distinguish between glock/xyl (dec)
- Know that the correct beater grip is between thumb and first finger and loose hand (dec)
- Know that beater should bounce when striking xyl/glock in order to get the best sound (pro)
- Know that the xyl/glock should be hit in the middle of the key and not the ends (pro)
- Know that the smaller the key the higher the pitch (dec)
- Know that claves are made of wood (dec)
- Know LH from RH (dec)
- Know that the left hand holds the clave and the right hand strikes the steady clave – unless LH then the reverse (pro)
- Know that the LH grip is a loose cradle grip to allow wood to vibrate (pro)

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- Know that you need to keep your fingers away from the striking area (pro)
- Know that your RH grip is a fist grip (pro)
- Know that the djembe is a drum (dec)
- Know that the djembe is a drum from Western Africa (dec)
- Know that traditional djembe are handmade using the skin of goats (dec)
- Know that you should never use a beater on a djembe (dec)
- Know that the skin is pulled really tight and only designed for striking with hand (dec)
- Know that there are three different sounds that can be made on a djembe (dec)
- Know that the word Ensemble means a group of musicians playing together (dec)
- Know how to pronounce the word ensemble (dec)
- Know that the word ensemble was originally French (dec)
- Know that the word Tutti mean everyone at the same time (Dec)
- Know how to pronounce the word tutti (dec)
- Know that tutti is Italian (dec)
- Know that the low sound is produced from a very slightly cupped hand and struck in the centre of the djembe (pro)
- Know that the middle sound is produced by the length of the fingers with the palm of the hand resting on the rim of the drum (pro)
- Know that the high rim shot sound is produced by the fingertips on the rim of the drum (pro)
- Know that 2 hands can be used to play djembe (pro)
- Know that a closed fist means short sound (disc)
- Know that a pointed finger coming into line with a closed fist indicates the exact time to play the short sound (disc)
- Know that a turned in arm creating a line from fist to elbow indicates a long sound (disc)
- Know that to create a long sound on a percussion instrument then need to repeatedly hit their instrument (pro)
- Know that a pointed finger coming into line with the arm indicates when to start the long sound (disc)
- Know that the arms crossed to create an X means get ready to stop (disc)
- Know that a fast swooshing action from crossed arm position to the sides of the body means stop (disc)
- Know that you need to dampen the glockenspiels to come to a full stop (pro)
- Know that you need to watch the conductor continuously (disc)
- Know that Challenge No.1 is to play one short sound at exactly the same time as each other (pro)
- Know that Challenge No.2 is to play one long sound with each other and to stop at exactly the right time (pro)
- Know that the position of the conductor's arm and finger indicates which group of instruments they are talking to (pro)
- Know that the movement of arms from the side of the body in an upwards direction means to get louder (pro)
- Know that the movement of the arms from the side of the body in a downwards direction means to get quieter (pro)
- Know that to get louder on a percussion instrument you need to hit it harder (pro)
- Know that hitting it harder does mean hitting it faster (disc)
- Know that the correct word for getting louder is crescendo (dec)
- Know that to get quieter on a percussion instrument you need to hit it lightly (pro)

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- Know that to hit it lightly does not mean to hit it more slowly (disc)
- Know that the correct word for getting quieter is diminuendo (dec)
- Know that pattern in music partly comes from combinations of long and short sounds (dec)
- Know that challenge number 3 is to follow conductor's patterns in instrument groups (disc)
- Know that to lead the class orchestra your signals must be clear (pro)
- Know that you must stop a long sound BEFORE attempting to indicate a short sound (pro)
- Know that using eye contact with players helps control their playing (disc)
- Know that signals need to be delivered deliberately and slowly (pro)
- Know that the surprise means something unexpected (dec)
- Know that the word structure in music how the music organised (dec)
- Know that you can structure music with a beginning a middle and an end (dec)
- Know that to rehearse something you should practise it again and again (disc)
- Know that all students should have a role in their group (dec)
- Know that performance should start and end with silence (disc)
- Know that you shouldn't talk through a performance (disc)
- Know that a good audience is quiet and attentive (disc)
- Know that each performance gets a round of applause (disc)
- Know that after a performance you wait for your group's verbal feedback. (pro)

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Forgetting to finish a long note before starting a period of short notes or a pattern Getting xylophone and glockenspiel confused Poor beater grip</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <ul style="list-style-type: none"> ○ Long Sound ○ Short sound ○ Crescendo ○ Diminuendo ○ Pattern ○ Tutti ○ Ensemble
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>First practical assessment – group learning of mini orchestra – The surprise!</p>	